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ABSTRACT

The current state of middle grade schools in Vermont and New Hampshire was examined by a questionnaire survey of sixteen middle grade schools in Vermont and 33 in New Hampshire. Middle grade schools were defined as those serving between three and five grade levels, including grades six and seven. Information gathered from each school included: reasons for establishing the school: student enrollments: feeder school patterns: required and optional subjects: faculty training: extracurricular activities: special services offered: time schedule: systems of reporting pupil progress: and instructional organization. Conclusions and recommendations are similar for both states and support the strengthening of middle grade education. (FG)

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VERMONT-NEW HAMPSHIRE MIDDLE GRADES SURVEY

A REPORT

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FOWARD

With the increasing number of middle grades schools being established in the United States of America, interest has developed in the nature of these schools and their instructional programs. This renewed interest in improving the education of transescents has also raised questions concerning the overall quality of middle grades schools.

The purpose of this study was to provide information about the current state of middle grades schools in Vermont and New Hampshire. The researcher wants to thank all those educators in both states who participated in this study.

This study was supported by the Department of Elementary Education and College of Learning and Human Development of Appalachian State University. Special thanks are in order for the encouragement and support of Dr.'s William Blanton and C. Kenneth McEwin.

Finally, it is the hope of this researcher that the results of this study will assist educators and others in the effort to guarantee superior educational programs for all middle grades youngsters in Vermont and New Hampshire.

Michael G. Allen, Ed.D.
1980

INTRODUCTION

METHODOLOGY

The Instrument

A 24 item questionnaire similar to that employed in the Illinois and Indiana Middle School Surveys of 1976 was mailed to middle grades schools in Vermont and New Hampshire which met the criterion for inclusion in this study.

Identification of Middle Grades Schools

For the purpose of this study middle grades schools were defined as those serving at least three grades, no more than five grades and including grades six and seven.* Utilizing this definition, 19 middle grades schools in Vermont and 57 in New Hampshire were identified through each states Educational Directory(1978-1979).

Data Collection and Analysis

The survey instrument was mailed to the middle grades schools identified in the respective states. Sixteen usable questionnaires from Vermont and 33 from New Hampshire were received. This represents an 84percent and 57 percent return respectively. Combined, these figures represent a 64 percent return(49 of 76). The data from these returns were transferred to tally sheets by hand and subsequently summarized for presentation in this report.

FINDINGS: VERMONT

Reasons for Establishing Middle Grades Schools

Table 1 presents data indicating the reasons for the establishment of the middle grades schools represented in this study. The major reason given for the establishment of schools was to provide a better instructional program for children of this age group. Another important reason was to accomodate a new building.

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* William Alexander. Exception is made in the study for the traditional junior high school grade format:7-9. The schools with this grade arrangement are included in the study.

TABLE 1

NUMBER AND PERCENT OF MIDDLE GRADES SCHOOLS
INDICATING REASONS FOR ESTABLISHMENT

REASON	NUMBER	PERCENT
To accomodate a new building	5	20
To facilitate overcrowedness in another building	3	12
To attempt an innovation	2	8
To provide a better instructional program for children of this age group	14	56
To remedy weaknesses of a junior high school	1	4
Total Responses	25	100

Size of Schools

Table 2 points out the enrollment range for the schools surveyed. Approximately one-half had an enrollment that ranged from 400 to 599 students, while one-third reported an enrollment of 200 to 299.

TABLE 2

STUDENT ENROLLMENTS

ENROLLMENT	NUMBER	PERCENT
Below 100	1	7
100-199	1	7
200-299	5	33
300-399	1	7
400-499	4	27
500-599	3	20
Total Responses	15	100

Number of Feeder Schools

The majority of middle grades schools had only one feeder school, which is in keeping with the rural nature of the state. These and other related data are reported in Table 3.

TABLE 3

FEEDER SCHOOLS

SCHOOLS	NUMBER	PERCENT
1	10	63
2	0	0
3	1	6
4	4	25
5	1	6
Total Responses	16	100

Number of Secondary Schools Attended

The vast majority of Vermont's middle grades schools in this survey(87%) "feed" students into a single secondary school, while the remainder(13%) reported that students moved into one of three secondary schools.

Curriculum Opportunities(Required Subjects)

Table 4 outlines the number and percent of middle grades schools requiring courses by grade level. As one might expect, Language Arts, Social Studies, Science and Math are almost uniformly required in all grades. Physical Education, Music and Art are also required subjects in approximately 50 percent of the middle grades schools reporting.

Curriculum Opportunities(Optional Subjects)

The number and percent of optional subject offerings are presented in Table 5. Analysis of the data makes it evident that the higher the grade level the greater the number of offerings. Vocal and Instrumental Music, Art, Foreign Languages and Dramatics are among the more frequently offered optional subjects in the schools included in this study.

TABLE 4

NUMBER AND PERCENT OF SCHOOLS
REQUIRING CERTAIN SUBJECTS

SUBJECT	Grade 5				Grade 6				Grade 7				Grade 8			
	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.
Language Arts	8	0	0	100	13	0	0	100	16	0	0	100	16	0	0	100
Social Studies	8	0	0	100	13	0	0	100	15	0	0	94	15	0	0	94
Science	8	0	0	100	13	0	0	100	16	0	0	100	16	0	0	100
Math	8	0	0	100	13	0	0	100	16	0	0	100	16	0	0	100
Physical Education	7	0	1	100	11	0	2	100	13	0	3	100	13	1	2	100
Music	6	0	1	88	9	0	2	85	7	0	3	63	6	0	3	56
Art	0	0	2	25	10	0	3	100	8	0	4	75	7	0	4	69
Industrial Arts	1	0	1	25	3	0	2	38	7	1	3	69	7	0	3	63
Vocational Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Home Economics	1	0	3	25	3	0	3	46	5	2	3	63	5	1	3	56
Foreign Languages	0	0	0	0	0	1	0	8	4	1	0	31	4	1	0	31
Dramatics	0	0	0	0	0	0	0	0	0	0	1	6	0	0	1	6
Speech	1	0	0	13	1	0	0	8	1	0	0	6	0	0	0	0
Career Education	0	0	0	0	2	0	0	15	2	0	0	13	1	0	0	6
Reading	0	0	0	0	1	0	0	8	1	0	0	6	1	0	0	6
Typing	0	0	0	0	0	0	0	0	1	0	0	6	0	0	0	0
Instrumental Music	1	0	0	13	2	0	0	15	2	0	0	13	1	0	0	6
Health	0	0	0	0	1	1	0	8	1	0	0	6	1	0	0	6

N by Grade: 5=8; 6=13; 7=16; 8=16.

Curriculum Opportunities(Extra Curricula Activities)

Band, Dramatics, Student Government, Student Newspapers, Interschool and Intramural Sports for boys and girls were most often listed as curruculum opportunities other than required and optional subjects. The data relating to these and other extra curricula activities are reported in Table 6.

Special Services

As the data in Table 7 point out, the middle grades schools in the study offer a wide variety of special services to their students. Guidance and Counseling, Remedial Reading, and Library are the most frequently offered special services.

Scheduling for Middle Grades Instruction

Table 8 presents the distribution of schools utilizing certain types of scheduling. The daily period—equal in length—tends to be predominant. Generally, though, the middle grades schools reporting vary widely in the variety of scheduling employed.

Reporting Pupil Progress

The large majority(88%) of schools reporting use a combination of reporting systems while the remaining(13%) use only a letter scale. The reporting systems used most often in combination were letter scale complimented by parent-teacher and parent-teacher-pupil conferences. See Table 9 for these and related data.

Years of Operation

The data reported in this category are indicative of the wide range in the time of operation of the middle grades schools included in the study. They range from 1957 through 1978 as reported in Table 10.

Age of Buildings

Table 11 represents the ages of the buildings that house the middle grades schools in the survey. While a number of the schools have only been recently organized, many of the buildings that house these schools are relatively old.

Professional Training of Middle Grades Teachers

Forty-nine percent of the teachers in the survey schools had secondary training while 36% were trained in elementary education. Only 11% were trained in middle/junior high school while 4% had a combined elementary and secondary teacher training. The number of teachers reported was 387.

TABLE 5

NUMBER AND PERCENT OF MIDDLE GRADES SCHOOLS OFFERING OPTIONAL SUBJECTS*

	Grade 5				Grade 6				Grade 7				Grade 8			
OPTIONAL SUBJECT	All Year	½ Year	Less Than ½	%	All Year	½ Year	Less Than ½	%	All Year	½ Year	Less Than ½	%	All Year	½ Year	Less Than ½	%
Music(Vocal)	3	0	0	38	4	0	0	31	5	1	0	43	5	1	0	43
Music(Instru)	5	0	0	63	9	0	0	69	10	0	0	71	10	0	0	71
Art	0	0	0	0	1	0	0	8	3	1	0	29	4	1	0	36
Industrial Arts	0	0	0	0	0	0	0	0	1	2	0	21	1	2	0	21
Vocational Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Home Economics	0	0	0	0	0	0	0	0	1	2	0	21	1	2	0	21
Foreign Language	0	0	0	0	0	0	0	0	6	0	0	43	7	0	0	50
Dramatics	1	1	0	25	1	1	1	23	3	1	2	43	3	1	2	43
Photography	0	0	0	0	0	0	1	8	0	0	1	7	0	0	1	7
Developmental Reading	0	0	0	0	0	0	0	0	0	1	0	7	0	1	0	7
Typing	0	0	0	0	0	0	0	0	1	0	0	7	1	0	1	14

*
Two schools reported no optional subjects.

N for Grade 5=8; 6=13; 7=14; 8=14.

TABLE 6

NUMBER AND PERCENT OF SCHOOLS OFFERING EXTRA CURRICULA ACTIVITIES*

	Grade 5			Grade 6			Grade 7			Grade 8		
ACTIVITY	1	2	%	1	2	%	1	2	%	1	2	%
Band	7	1	100	12	1	100	12	3	100	12	3	100
Speech	1	0	13	2	0	15	3	0	20	3	0	20
Industrial Arts	0	0	0	0	0	0	3	0	20	3	0	20
Home Arts	0	0	0	1	0	8	4	0	27	4	0	27
Dramatics	4	0	50	2	8	77	3	9	80	3	9	80
Student Government	4	1	63	6	2	62	9	3	80	9	3	80
Student Newspaper	0	1	13	3	3	46	4	4	53	5	4	60
Intramurals(B)	5	2	88	4	8	92	4	10	93	4	9	87
Intramurals(G)	2	5	88	4	8	92	4	10	93	4	10	93
Interschool Sports(B)	0	1	13	2	4	46	4	8	80	4	8	80
Interschool Sports(G)	0	1	13	2	4	46	4	8	80	4	8	80
Yearbook	0	1	13	0	1	8	0	1	7	0	2	13
Outing Club	0	1	13	0	1	8	0	0	0	0	1	7
Photography Club	0	1	13	1	2	23	1	2	20	1	2	20
Ski Club	0	0	0	0	1	8	0	1	7	0	1	8
Horticultural Club	0	0	0	1	2	23	1	0	7	1	1	13
Safety Club	0	0	0	0	0	0	0	0	0	1	1	13
A-V Aid	0	0	0	1	2	23	1	0	7	1	1	13
Library Aid	0	0	0	1	1	15	1	0	7	1	1	13
P.E. Aid	0	0	0	1	1	15	1	0	7	1	1	13

*
One school reported no extra curricula activities.

N for Grade 5=8; 6=13; 7=15; 8=15.

In the Table format #1=school hours; #2=outside school hours.

TABLE 7
NUMBER AND PERCENT OF SPECIAL SERVICES*

	Grade 5			Grade 6			Grade 7			Grade 8		
SERVICE	1	2	%	1	2	%	1	2	%	1	2	%
Guidance and Counseling	5	0	63	9	1	77	11	1	80	11	1	80
Social Work	0	1	13	0	1	8	0	1	7	0	1	7
Remedial Reading	5	2	88	10	2	92	12	3	100	12	3	100
Health	3	1	50	3	3	46	4	3	47	5	2	47
Orthopedic	0	0	0	0	0	0	0	0	0	0	0	0
E.M.H. Sp. Ed.	2	0	25	6	0	46	7	0	47	7	0	47
T.M.H. Sp. Ed.	0	1	13	1	1	15	3	1	27	3	1	27
Partially Sighted	0	0	0	0	1	8	0	1	7	0	1	7
Partially Deaf	0	1	13	0	1	8	0	1	7	0	1	7
Library	8	0	100	12	1	100	14	1	100	14	1	100
Learning Centers	3	0	38	5	0	38	5	0	33	5	0	33
Multi-Media Center	3	0	38	4	0	31	5	0	33	5	0	33
Resource Room	1	0	13	1	0	8	1	0	7	1	0	7
Psychologist	0	0	0	0	1	8	0	1	7	0	1	7
Nurse	0	0	0	2	0	15	2	0	13	2	0	13
Speech Pathologist	0	0	0	0	1	8	0	1	7	0	1	7
Remedial Math	0	0	0	0	0	0	1	0	7	1	0	7
Basic Skills Coordinator	0	0	0	0	0	0	1	0	7	1	0	7

*
One school reported no special services!

N for Grade 5=8; 6=13; 7=15; 8=15.

In the Table format #1=full time; #2=part-time.

TABLE 8

TIME SCHEDULE OF MIDDLE GRADE SCHOOLS

	Grade 5		Grade 6		Grade 7		Grade 8	
TYPE OF SCHEDULE	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Daily periods--equal in length	3	38	5	38	10	63	10	63
Daily periods--vary in length	1	13	4	31	2	13	2	13
Modular schedule	1	13	2	15	3	19	3	19
Same schedule each day	1	13	4	31	7	44	7	44
Similar schedule each day	4	50	5	38	6	38	6	38
Weekly schedule--same each week	7	88	8	62	10	63	10	63
Schedule changed each semester	1	13	6	46	6	38	6	38
Schedule same all school year	3	38	4	31	7	44	7	44
Teaching teams arrange time schedules flexibly	2	25	4	31	5	31	5	31

N for Grade 5=8; 6=13; 7=16; 8=16.

The researcher had to interpret several of the data reported as some of the respondents did not provide careful responses to the question regarding scheduling.

TABLE 9

SYSTEMS OF REPORTING PUPIL PROGRESS

SYSTEM	NUMBER	PERCENT
Letter grade	2	12
Number scale	0	0
Percent scale	0	0
Satisfactory-unsatisfactory	0	0
Parent-Teacher Conference	0	0
Parent-Teacher-Pupil Conference	0	0
Anecdotal Written Records	0	0
Combination	14	88

N=16

TABLE 10

YEARS OF OPERATION

Year beginning operation	NUMBER	PERCENT
1957	1	8
1967	2	15
1970	2	15
1971	2	15
1972	1	8
1975	2	15
1976	1	8
1978	2	15

N=13. Three middle grades schools reported no date for beginning operation.

TABLE 11

AGE OF MIDDLE GRADES SCHOOL BUILDINGS

AGE OF BUILDINGS	NUMBER	PERCENT
0-5 years old	0	0
6-10 years old	3	19
11-15 years old	3	19
16-20 years old	1	6
Over 21 years old	9	56

N=16

Special Personnel

The number and percent of middle grades schools with certain special personnel are reported in Table 12. Eighty-one percent of the schools in the survey had paraprofessionals while 69% had guidance counselors. Reported also were assistant principals(56%), learning center coordinators(44%), and, resource center coordinators(38%).

Instructional Organization

The data regarding instructional organization point out that individualized instruction(94%) and departmentalization(87%) are the most popular forms of organization in the middle grades schools in the survey. The data are reported in Table 13.

Accreditation of Middle Grades Schools

The accreditation status of the middle grades schools in the survey varied with seven reporting no type of state or regional accreditation. Of the remaining schools(9), 8(89%) reported state accreditation, while 1(11%) reported regional accreditation.

New England Middle School Association Affiliation

Five(31%) of the schools that reported are members of the New England Middle School Association, while 11(69%) reported they were not members of the organization.

TABLE 12

SPECIAL PERSONNEL*

SPECIAL PERSONNEL	NUMBER	PERCENT
Assistant Principal	9	56
Department Chairperson	2	13
Curriculum Coordinator	3	19
Resource Center Coordinator	6	38
Learning Center Coordinator	7	44
Guidance Counselor	11	69
Paraprofessional	13	81
Other[a]	11	69

*A number of schools reported more than one of the following special personnel. The total number reported in the survey is listed beside each category: Department Chairperson(3); Resource Center Coordinator(9); Learning Center Coordinator(8); Guidance Counselor(13); and, Paraprofessional(46).

[a]These included: Career Education person(1); Consulting Teacher(1); Librarian(2); Basic Skills person(2); Special Education person(3); Reading Specialist(1); Home-School Coordinator(2); and, Coordinator of Student Affairs(1).

N=16

TABLE 13

INSTRUCTIONAL ORGANIZATION

ORGANIZATION TYPE	NUMBER	PERCENT
Self Contained classrooms	8	50
Block-of-time Plan	6	38
Back-to-Back Plan	4	25
Large Group Instruction	9	56
Small Group Instruction	11	69
Individualized Instruction	15	94
Departmentalization	14	87
Modular Scheduling	3	19
School-within-a-School	1	6
Learning Activity Packages	1	6
Mini-Courses	5	31
Phase Electives	5	31
Student-Teacher Contracts	6	38
Indepandent Study	6	38

N=16

CONCLUSIONS AND RECOMMENDATIONS: VERMONT

A major purpose of this study was to determine the nature of middle grades education in Vermont and New Hampshire. It is hoped that by having current knowledge available, educators, policy makers and others can better assess and improve the quality of middle grades education. The researcher has every expectation that the results of this study will serve as a rallying point for increased efforts at meeting the educational needs of middle grades youngsters.

MIDDLE GRADES EDUCATION IN VERMONT

1. The number of middle grades schools in Vermont has increased by approximately 58% since the Alexander Study of 1967. Unfortunately there are still large numbers of middle grades students attending schools that are not based on their unique developmental and learning needs.

   It is recommended that students in grades five through eight be placed in cc on schools so that programs based on their needs and interests can be developed. It should be recognized that students in these grades represent a developmental age group and have common characteristics and needs. These schools—regardless of name—should strive to provide students with a program that allows them to experience a smooth transition between the elementary school and the high school and between childhood and adolescence.

2. While ½ of the Vermont schools responding to the survey have enrollments ranging from 100 to 300, the remaining schools have enrollments of over 400.

   It is recommended that schools with large enrollments be reorganized utilizing the "school-within-a-school" concept to help ensure that they not become to impersonal or fall into the trap of operating as mini-high schools. It is further recommended that these schools implement carefully planned teacher based guidance programs.

3. Language Arts, social studies, science, mathematics and physical education are required at all levels at virtually all middle grades schools in the survey. Other subjects are required at various levels with larger numbers being required at the seventh and eighth grade levels.

   It is recommended that special emphasis continue to be placed on the "basic subjects" with careful attention placed on the nature of the instruction. Other portions of the survey suggest that these subjects are often taught in ways that allow little individualized instruction.

4. Optional subject offerings in the middle grades schools most often included vocal and instrumental music, art, foreign languages and dramatics. These and other optional subjects are offered more frequently at higher grade levels.

   It is recommended that the optional subject offerings of middle grades schools be increased and made more available to lower grades students. These optional experiences should be carefully planned and based on the interests and needs of the students. High school type experiences are most inappropriate. Interest clubs and courses should be a part of these programs.

5. Band, dramatics, student government, student newspapers, intramural and interschool sports for both boys and girls are most often offered extra curricula activities in most middle grades schools included in the survey.

   It is recommended that increased numbers of extra curricula activities be offered for all middle grades youngsters. Interest clubs and other activities that allow a wide variety of interactions and involvement for all students should be adopted. Interschool sports should not exist below the ninth grade level. When they do they should be carefully controlled and operated on a very limited scale based on current knowledge about middle grades students. A wealth of evidence has pointed to the physical and emotional damage that too often occurs when this age group is involved in varsity type sports programs. Physical education and intramurals should be available to all middle grades youngsters and should take priority over interschool sports.

6. Individualized instruction and departmentalization are the most popular forms of instructional organization in Vermont middle grades schools. The daily period--equal in length--and the similar weekly schedule tend to be the predominant patterns of organization in the middle grades schools in the survey.

   It is recommended that middle grades schools be organized on a more flexible basis so that the diverse learning needs of the students may be provided for. The schedule should allow a transitional instructional program. It should also provide many opportunities for teachers to make decisions that reflect the changing needs of this age group.

7. The majority of schools in this survey reported pupil progress with a combination of the letter scale, parent-teacher and parent-teacher-pupil conference.

   It is recommended that these forms of reporting pupil progress continue to be utilized.

8. Paraprofessionls, guidance counselors, resource center coordinators and assistant principals are the special personnel most often found in the middle schools in the survey.

   It is recommended that a wider variety of special personnel be present in all middle grades schools in greater numbers. There numbers should be sufficient to allow for quality programs.

9. A large number of middle grades teachers have had no formal training in middle/junior high school education.

   It is strongly recommended that teacher training institutions in the state of Vermont immediately increase efforts to provide the specialized training needed to prepare teachers and administrators for careers in middle/junior high school education. Concentrated efforts should also be made to offer quality in-service programs for the many middle grades teachers already in the schools. Local, state and regional accreditating agencies should increase efforts to insure well trained teachers and administrators at the middle grades level.

10. While 89% of the schools in the survey reported accreditation by the state, only one(11%) reported regional accreditation by the New England Association of Schools and Colleges.

    It is recommended that all middle grades schools become accredited by both the state and New England Association of Schools and Colleges. The programs available for middle grades students should be of the highest quality.

It is the hope of the researcher that the information in this report will serve to improve middle grades education in Vermont. For too many years, too little attention has been given to the education of middle grades students. It is time to put forth a determined and unified effort to improve the education of all middle grades youngsters.

FINDINGS: NEW HAMPSHIRE

In this section of the report the results of the survey of New Hampshire's middle grades schools are presented. The format employed in the section on Vermont's schools is followed here.

Reasons for Establishing Middle Grades Schools

Table 14 presents data that indicate the various reasons for the establishment of the middle grades schools included in this study. The major reason given was to facilitate overcrowdedness in another building. To provide a better instructional program for children of this age group was another important reason given.

TABLE 14

NUMBER AND PERCENT OF MIDDLE GRADES SCHOOLS INDICATING REASONS FOR ESTABLISHMENT

REASON	NUMBER	PERCENT
To accomodate a new building	9	21
To facilitate overcrowdedness in another building	19	43
To attempt an innovation	2	5
To provide a better instructional program for children in this age group	12	27
To remedy weaknesses of a junior high school	2	5
Total Responses	44	100

Size of Schools

Table 15 points out the enrollment range for the schools surveyed. Approximately one-half had an enrollment that ranged from 500 to 1000 students with 4(12%) reporting an enrollment of over 1000.

TABLE 2

STUDENT ENROLLMENTS

ENROLLMENT	NUMBER	PERCENT
Below 200	3	9
200-299	8	25
300-399	3	9
400-499	4	12
500-599	3	9
600-699	3	9
700-799	1	3
800-899	4	12
900-999	0	0
Over 1000	4	12
Total Responses	33	100

Number of Feeder Schools

Slightly more that one-half of the middle grades schools in the survey had one or two feeder schools. These and other related data are reported in Table 16.

TABLE 16

FEEDER SCHOOLS

SCHOOLS	NUMBER	PERCENT
1	9	27
2	10	30
3	3	9
4	4	12
5	1	3
More than 5	6	19
Total Responses	33	100

Number of Secondary Schools Attended

The vast majority of New Hampshire's middle grades schools in the survey (94%) "feed" students into a single secondary school. One school(3%) reported that students have a choice of two secondary schools, while one other(3%) reported feeding students into three.

Curriculum Opportunities(Required Subjects)

Table 17 outlines the number and percent of middle grades schools requiring courses by grade level. As one might expect, Language Arts, Social Studies, Science and Math are almost uniformly required in all grades. Physical Education is required in better than 50% of the schools, while Music and Art are also required in many.

Curriculum Opportunities(Optional Subjects)

The number and percent of optional subject offerings are presented in Table 18. Analysis of the data makes it evident that the higher the grade level the greater the number of offerings. Vocal and Instrumental Music and Foreign Languages are among the most frequently offered optional subjects in the schools included in the survey.

Curriculum Opportunities(Extra Curricula Activities)

Band, Dramatics, Student Government, Student Newspapers, Interschool and Intermural Sports and Chorus were most often listed as extra curricula activities. The data relating to these and other related activities are reported in Table 19.

TABLE 17

NUMBER AND PERCENT OF SCHOOLS
REQUIRING CERTAIN SUBJECTS

	Grade 5				Grade 6				Grade 7				Grade 8				Grade 9			
SUBJECT	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.
Language Arts	11	0	0	100	23	0	0	100	33	0	0	100	33	0	0	100	3	0	0	100
Social Studies	11	0	0	100	21	2	0	100	32	1	0	100	32	1	0	100	0	2	0	67
Science	11	0	0	100	21	2	0	100	33	0	0	100	33	0	0	100	0	2	0	67
Math	11	0	0	100	23	0	0	100	33	0	0	100	33	0	0	100	3	0	0	100
Physical Education	10	1	0	100	19	3	1	100	29	4	0	100	24	6	1	94	3	0	0	100
Music	9	2	0	100	13	4	4	91	15	8	5	85	12	9	5	79	0	0	0	0
Art	8	2	0	91	13	4	4	91	14	8	5	82	11	9	6	79	0	0	0	0
Industrial Arts	1	0	1	18	2	2	6	43	9	8	7	73	8	7	8	70	0	0	0	0
Vocational Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0
Home Economics	1	0	1	18	2	2	6	43	8	9	6	70	7	7	6	61	0	0	0	0
Foreign Languages	0	0	0	0	1	0	0	4	7	0	0	21	7	0	0	21	0	0	0	0
Dramatics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech	1	0	0	9	1	0	0	4	1	0	0	3	1	0	0	3	0	0	0	0
Career Education	0	0	1	9	1	0	1	9	2	1	1	12	2	1	2	15	0	0	0	0
Health	0	0	0	0	1	1	1	13	1	1	1	9	1	1	1	9	0	0	0	0
Unified Arts	0	0	0	0	0	0	0	0	0	2	0	6	0	2	0	6	0	0	0	0

N for Grade 5=11; 6=23; 7=33; 8=33; 9=3.

TABLE 18

NUMBER AND PERCENT OF MIDDLE GRADES SCHOOLS OFFERING OPTIONAL SUBJECTS

	Grade 5				Grade 6				Grade 7				Grade 8				Grade 9			
OPTIONAL SUBJECT	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.	All Year	½ Year	Less Than ½	% Req.
Social Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	33
Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	33
Physical Education	0	0	0	0	0	0	0	0	0	1	0	3	1	1	1	9	0	0	0	0
Music(Vocal)	0	0	0	0	2	0	0	9	8	1	0	27	9	1	0	30	3	0	0	100
Music(Instru)	7	0	0	64	10	0	0	43	15	1	0	48	16	2	1	58	2	0	0	67
Art	0	0	0	0	0	1	0	4	0	2	2	12	3	2	2	21	3	0	0	100
Industrial Arts	0	0	0	0	0	0	1	4	1	1	3	15	4	1	3	24	3	0	0	100
Home Economics	0	0	0	0	0	0	1	4	1	2	2	15	4	2	2	24	3	0	0	100
Foreign Languages	1	0	0	9	1	0	0	4	9	1	0	30	10	1	0	33	3	0	0	100
Dramatics	2	0	0	18	3	0	0	13	5	0	3	24	5	0	3	24	1	0	0	33
Speech	1	0	0	9	1	0	0	4	2	0	0	6	2	0	0	6	1	0	0	33
Unified Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	33
Career Education	1	0	0	9	0	0	0	0	0	1	0	3	0	1	0	3	0	0	0	0
Typing	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	2	1	0	100
Remedial Reading	0	0	0	0	0	0	0	0	1	1	0	6	1	1	0	6	0	1	0	33

N for Grade 5=11; 6=23; 7=33; 8=33; 9=3.

Special Services

As the data in Table 20 point out, the middle grades schools in the survey offer a wide variety of special services to their students. Guidance and counseling, remedial reading, Health, E.M.H. Special Education, Library and Multi-Media Resource Centers are the most frequently offered special services.

Scheduling for Middle Grades Instruction

Table 21 presents the distribution of schools utilizing certain types of scheduling the daily period--equal in length--tends to be predominant. Generally, though, the middle grades schools reported a wide variety of scheduling practices.

Reporting Pupil Progress

A majority of New Hampshire's middle grades schools in the survey reported using a combination of reporting systems, while the remaining reported using only a letter grade. The reporting systems most often used in combination were letter grade complimented by parent-teacher and parent-teacher-pupil conferences. See Table 22 for these data.

Years of Operation

The data reported in this category are indicative of the wide range in the time of operation of the middle grades schools included in the survey. They range from 1957 through 1979 as reported in Table 23.

Age of Buildings

Table 24 presents the ages of the buildings that house the schools in the survey. While a number of schools have only recently been organized, a number of the buildings are relatively old.

Professional Training of Middle Grades Teachers

Fifty-five percent of the teachers in the survey schools had secondary school teacher training while 25% were trained in elementary education. Only 20% had middle/junior high scho-l training. The number of teachers reported totaled 1040.

Special Personnel

The number and percent of middle grades schools with certain special personnel are reported in Table 25. Ninety-one percent of the schools reported the use of guidance counselors, while 84% had paraprofessionals. Reported also were assistant principals(69%) and resource center coordinators(59%).

TABLE 19

NUMBER AND PERCENT OF SCHOOLS OFFERING
EXTRA CURRICULA ACTIVITIES

	Grade 5			Grade 6			Grade 7			Grade 8			Grade 9		
ACTIVITY	1	2	%	1	2	%	1	2	%	1	2	%	1	2	%
Band	9	1	91	17	3	87	25	6	94	25	6	94	3	0	100
Speech	2	0	18	3	1	17	4	4	24	4	4	24	1	1	67
Industrial Arts	0	0	0	4	1	22	8	1	27	7	1	24	1	0	33
Home Arts	0	0	0	1	0	4	4	0	12	3	0	9	0	0	0
Dramatics	2	2	36	7	5	52	12	14	85	12	14	85	1	2	100
Student Government	5	2	64	12	2	61	17	4	64	17	4	64	3	0	100
Student Newspaper	2	2	36	6	5	48	13	7	61	13	7	61	1	0	33
Intramurals(B)	5	5	91	9	7	70	13	14	81	13	14	81	0	2	67
Intramurals(G)	5	5	91	9	7	70	13	13	85	13	12	76	0	2	67
Interschool Sports(B)	2	5	64	5	11	70	7	19	85	7	19	85	0	3	100
Interschool Sports(G)	2	5	64	5	11	70	7	19	85	7	19	85	0	3	100
Yearbook	0	0	0	1	1	9	2	1	9	3	1	12	0	0	0
Various Clubs	1	1	18	2	3	22	4	4	24	4	4	24	0	0	0
Cheerleading	0	1	9	0	2	9	0	2	6	0	2	6	0	0	0
Chorus	1	0	9	5	2	30	8	2	30	8	2	30	1	0	33
Photography	1	0	9	2	0	9	3	0	9	3	0	9	0	0	0
Mini-Courses	0	0	0	1	0	4	1	0	3	1	0	3	0	0	0
Art	0	0	0	1	1	9	2	1	9	2	1	9	0	0	0

N for Grade 5=11; 6=23; 7=33; 8=33; 9=3.

In the Table format #1=school hours; #2=outside school hours.

TABLE 20

NUMBER AND PERCENT OF SPECIAL SERVICES

	Grade 5			Grade 6			Grade 7			Grade 8			Grade 9		
SERVICE	1	2	%	1	2	%	1	2	%	1	2	%	1	2	%
Guidance and Counseling	6	2	73	14	5	83	21	8	88	22	8	91	3	0	100
Social Work	0	3	27	0	6	26	1	9	30	1	9	30	1	1	67
Remedial Reading	8	0	73	14	3	74	21	7	85	21	7	85	3	0	100
Health	6	1	64	11	4	65	14	10	73	16	9	76	2	0	67
Orthopedic	0	2	18	0	2	9	0	4	12	0	3	9	0	0	0
E.M.H. Special Education	6	1	64	11	2	57	15	3	55	15	3	55	3	0	100
T.M.H. Special Education	3	1	36	5	1	26	8	3	33	8	3	33	3	0	100
Partially Sighted	1	1	18	0	2	9	0	3	9	0	3	9	0	0	0
Partially Deaf	1	1	18	0	4	17	2	6	24	2	6	24	1	0	33
Library	10	1	100	18	4	96	27	4	94	27	4	94	3	0	100
Learning Centers	2	0	18	5	1	26	9	1	30	9	1	30	2	0	67
Multi-Media Centers	3	1	36	8	2	43	11	2	39	11	2	39	1	0	33
Special Education Resource Room	0	0	0	0	0	0	2	0	6	2	0	6	0	0	0
Speech	1	0	9	1	0	4	1	0	3	1	0	3	0	0	0

N for Grade 5=11; 6=23; 7=33; 8=33; 9=3.

In the Table format #1=full time; #2=part-time.

TABLE 21

TIME SCHEDULE OF MIDDLE GRADES SCHOOLS

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
TYPE OF SCHEDULE	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Daily periods-equal in length	6	55	12	52	21	64	22	67	2	67
Daily periods-vary in length	5	45	8	35	6	18	6	18	1	33
Modular schedule	2	18	3	13	5	15	5	15	0	0
Same schedule each day	1	9	3	13	6	18	6	18	0	0
Similar schedule each day	4	36	6	26	9	27	9	27	1	33
Weekly schedule-same each week	4	36	11	48	15	45	16	18	0	0
Schedule changed each semester	3	27	8	35	13	39	13	39	1	33
Schedule same all school year	2	18	3	13	6	18	6	18	0	0
Teaching teams arrange time flexibly	3	27	7	30	7	21	7	21	0	0

N for Grade 5=11; 6=23; 7=33; 8=33; 9=3.

The researcher had to interpret several of the data reported as some of the respondents did not provide careful responses to the question regarding scheduling.

TABLE 22

SYSTEMS OF REPORTING PUPIL PROGRESS

SYSTEM	NUMBER	PERCENT
Letter Grade	13	40
Number scale	0	0
Percent scale	0	0
Satisfactory-Unsatisfactory	0	0
Parent-Teacher conference	0	0
Parent-Teacher-Pupil conference	0	0
Anecdotal written records	0	0
Combination	20	60

N=33

TABLE 23

YEARS OF OPERATION

YEAR BEGINNING OPERATION	NUMBER	PERCENT
1957	1	4
1960	1	4
1965	1	4
1966	1	4
1967	1	4
1969	1	4
1970	1	4
1971	1	4
1972	3	13
1973	3	13
1974	5	21
1975	1	4
1976	1	4
1977	2	9
1979	1	4

N=24

TABLE 24

AGE OF MIDDLE GRADES SCHOOL BUILDINGS

AGE OF BUILDINGS	NUMBER	PERCENT
0-5 years old	3	9
6-10 years old	7	21
11-15 years old	4	12
16-20 years old	5	15
Over 21 years old	14	43
Total Responses	33	100

Instructional Organization

The data concerning instructional organization point out that departmentalization(79%), individualized instruction(61%) and the self contained classroom (61%)(all fourth grades reporting) are the most popular forms of organization in the middle grades schools in the survey.

Accreditation of Middle Grades Schools

The accreditation status of middle grades schools in the survey varied greatly. Of the 31 schools that responded to the question 23(74%) reported some type of state or regional accreditation, while 8(26%) reported no type of accreditation.

New England Middle School Association Affiliation

Six(18%) of the schools in the survey reported membership in the New England Middle School Association, while 27(82%) reported they were not members of the organization.

TABLE 25

SPECIAL PERSONNEL*

SPECIAL PERSONNEL	NUMBER	PERCENT
Assistant Principal	22	69
Dean of Boys	0	0
Dean of Girls	0	0
Department Chairperson	8	25
Research Coordinator	0	0
Curriculum Coordinator	3	9
Resource Center Coordinator	19	59
Learning Center Coordinator	10	31
Guidance Counselor	29	91
Paraprofessionals	27	84
Other[a]	9	28

*
A number of schools reported more than one of the following special personnel. The total number reported is listed beside each category: Assistant Principal(26); Department Chairperson(35); Curriculum Coordinator(10); Learning Center Coordinator (13); Guidance Counselor(42); Paraprofessional(79); and Other(31).

a
These included: Competency Teacher(2); Interns(2); Administrative Assistant(1); Special Education Personnel(22); Nurse(1); Reading Specialist(1); Speech Therapist(1); School Psychologist(1).

N=32

TABLE 26

INSTRUCTIONAL ORGANIZATION

ORGANIZATION TYPE	NUMBER	PERCENT
Self-contained classroom	20	61
Block-of-time Plan	12	36
Back-to-back Plan	9	27
Large group Instruction	14	42
Small group Instruction	17	52
Individualized Instruction	20	61
Departmentaliztion	26	79
Modular Scheduling	8	24
School-within-a-School	8	24
Learning Activity Package	6	18
Mini-Courses	16	48
Phase Electives	4	12
Student-Teacher contracts	14	42
Independent Study	12	36

N=33

CONCLUSIONS AND RECOMMENDATIONS: NEW HAMPSHIRE

While the results of the survey of New Hampshire's middle grades schools were similar to those for the state of Vermont there are some differences that will be highlighted. Overall, the conclusions drawn and recommendations offered by the researcher are the same for both populations. The reader is therefore referred to pp. 13-15 of the report for the bulk of conclusions and recommendations relative to the New Hampshire schools included in the survey.

MIDDLE GRADES EDUCATION IN NEW HAMPSHIRE

1. The number of middle grades schools in New Hampshire has increased by approximately 171% since the Alexander Study of 1967. It therefore seems reasonable to suggest that those interested in the education of middle grades youngsters in New Hampshire should make every effort to effect needed changes in the middle grades schools of the state.

   The same recommendation is made here as for Vermont's schools(p. 13).

2. Since the New Hampshire middle grades schools included in the survey are as a group have student enrollments larger than those in Vermont's schools, the recommendation regarding size are even more strongly expressed here.

   The same recommendation is made here as for Vermont's schools(p. 14).

3. Language Arts, social studies, science, mathematics, and physical education are required at all levels at virtually all middle grades schools in New Hampshire that are included in the survey.

   The same recommendation is made here as for Vermont's schools(p. 14).

4. Optional subject offerings in New Hampshire's middle grades schools most often included vocal and instrumental music, art, industrial arts, home economics, foreign languages and dramatics. These and other optional subjects were offered more frequently at higher grade levels.

   The same recommendation is made here as for Vermont's schools(p. 14).

5. Band, dramatics, student government, student newspapers, intramural and interschool sports for both boys and girls are most often offered extra curricula activities in most middle grades schools included in this section of the survey.

   The same recommendation is made here as for Vermont's schools(p. 14).

6. Departmentalization and individualized instruction are the most popular forms of instructional organization in New Hampshire's middle grades schools included in the survey. The daily period--equal in length--and the similar weekly schedule tend to predominate the organizations.

   The same recommendation is made here as for Vermont's schools.(p. 15).

7. The majority of schools in this section of the survey reported pupil progress with a combination of the letter scale, parent-teacher and parent-teacher-pupil conference. A large number of the schools also reported the use of only a letter scale.

   It is recommended that the schools using a combination system continue to do so and the researcher urges those schools using only a letter scale to think seriously about the combination system employed by the other schools.

8. Guidance counselors, paraprofessionals and assistant principals are the special personnel most often found in the middle grades schools included in this section of the survey.

   The same recommendation is made here as for Vermont's schools(p. 15).

9. A large number of the middle grades teachers from the schools in the survey have had no formal training in middle/junior high school education.

   The same recommendation is made here as for Vermont's schools(p. 15).

10. The accreditation status of New Hampshire's middle grades schools would appear to be stronger than is that of Vermont's schools.

The same recommendation is made here as for Vermont's schools(p. 15).

It is the hope of the researcher that the information in this report will serve to improve middle grades education in New Hampshire. For too many years, too little attention has been given to the education of middle grades students. It is time to put forth a determined and unified effort to improve the education of all middle grades youngsters. Finally, is is the hope of the researcher that a greater number of middle grades schools in both states will become more actively involved in the activities and work of the New England Middle School Association.